'Stirring' preservice teachers into music teaching practices? Seeing practicum conversations through practice architecture theory.

This paper reports on my Ph.D. project with the overall aim to describe how preservice music teachers (PMTs) experience their teaching practicum at a general teacher education in Norway, and which competencies they develop that can be relevant for the future. In the second article, I investigate the practicum conversations between the PMTs and their mentors to gain knowledge about what practices are highlighted as relevant for the music teaching profession. The research question is: *How can practicum conversations between preservice music teachers and their mentors illuminate different perspectives of music teaching practices?*

Within the theory of practice architecture, practicum conversations can be understood as a specific kind of practice that is organized bundles of *sayings*, *doings,* and *relatings* that "hang together" in the project of a practice (Kemmis et al., 2014). The practicum conversations are composed of specific arrangements that make the practice possible: existing *cultural-discursive arrangements* like the languages and discourses that describe and justify the sayings that occur in particular music teaching practicum; existing *material-economic arrangements* that make possible the doings - the musical activities - that compose the practicum; and existing *social-political arrangements* that make possible the relatings between the preservice teachers and their mentors. Seeing practicum conversations through the lens of the theory of practice architecture may identify which practices that are prefigured and shaped through arrangements within the particular practicum contexts that, in turn, support or enable PMTs' action and professional development.

The data for this article is a part of an instrumental case study (Stake, 1994) of four PMT's practicum experiences carried out at two practice schools during their educational 4th and 5th years at the master level in a 5-year general teacher education program. The main data sources are based on transcriptions from video- and audio recordings of mentoring sessions. Additional data sources are transcriptions from focus group interviews with the PMTs, descriptive field notes from observations, and documents in terms of end of practicum reports.

References

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